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ABSTRACT

This manual is intended to provide vocational educators with a rational for teaching vocational ethics, a framework for understanding the development of an enabling work ethic, and practical suggestions for teaching vocational ethics in the classroom. The first section discusses the importance of vocational ethics as an area of inquiry focusing on questions of ethical conduct in the workplace. The three stages involved in the development of an enabling work ethic are then examined. The next section reviews principles of indirect and overt instruction, appropriate instructional content, teaching strategies (the teacher's role and the format and sequence of instruction), and procedures for creating and adapting curricula. Covered in the section on instructional content are value assessment criteria (reciprocity, consistency, coherence, comprehensiveness, adequacy, and duration) and mediation skills (assertiveness, empathic listening, principled negotiation, and risk taking). Appendixes include a list of materials dealing with assertiveness, empathic listening, and negotiating and risk-taking skills, as well as 13 sample lesson plans, all of which involve problem solving by using the value assessment criteria and mediation skills discussed in the manual. (MN)

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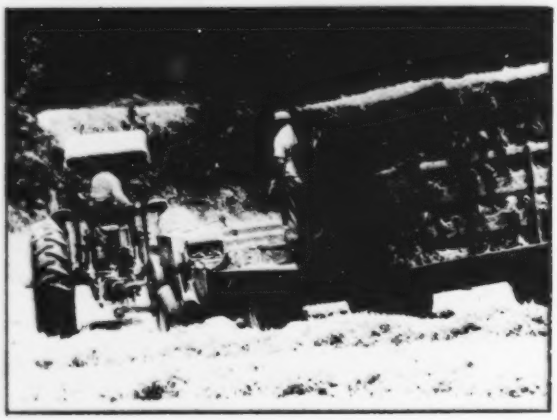
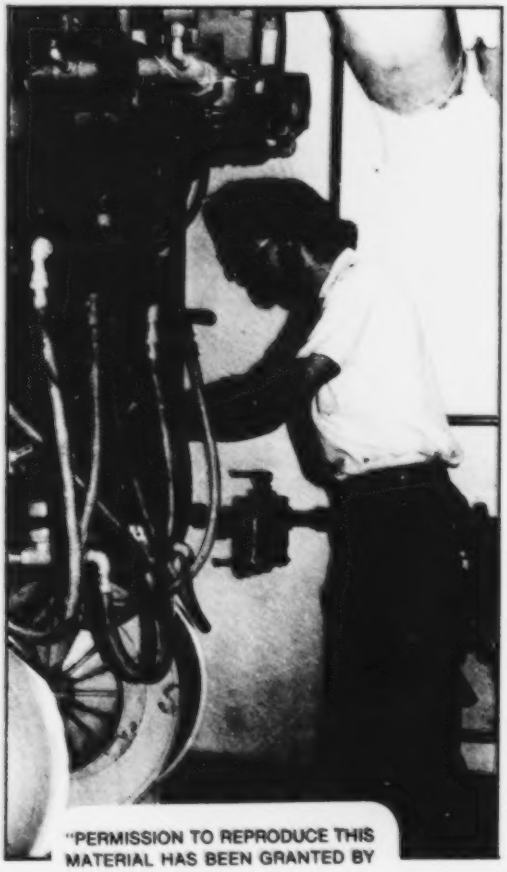
# VOCATIONAL ETHICS





## Toward the Development of an Enabling Work Ethic

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# Vocational Ethics

*Toward the Development of an Enabling Work Ethic*

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# INTRODUCTION

In November 1984, the Illinois Advisory Council on Adult, Vocational and Technical Education presented its recommendations to the Illinois State Board of Education concerning the then recently completed "Education for Employment" study (1984). One of the recommendations was the need to "teach" the work ethic in Illinois schools. This need was mentioned consistently in hearings throughout the state.

This need has also been stressed by educators and business and industry leaders across the nation. Employers of new entry-level workers have reported dissatisfaction with the work ethic—or lack thereof—displayed by recent graduates of the American public education system (Murphy & Jenks, 1983), and a recent report published by the Committee for Economic Development (1985) calls for schools to emphasize the development of character as well as academic skills.

In 1984, the Wabash and Ohio Valley Special Education District began conducting research to guide policy and curriculum development in the area of vocational ethics through a grant from the Illinois Department of Adult, Vocational and Technical Education. The study, referred to as the Vocational Ethics Infusion Project (VEIP), had two objectives: (1) to develop a conceptual model of the content and process of vocational ethics instruction, and (2) to survey existing programs from the perspective of this model in order to determine the current status of vocational ethics instruction in Illinois schools.

This manual contains the products of these efforts and is designed to provide Illinois teachers with a rationale for teaching vocational ethics, a framework for understanding the development of an enabling work ethic, and practical suggestions for teaching vocational ethics in the classroom.

Most recently, the Illinois Department of Adult, Vocational and Technical Education recognized vocational ethics as a component of the core orientation curriculum for vocational programs at the 9th- and 10th-grade levels in Illinois. Orientation curriculum guides currently being developed in the areas of Business, Marketing and Management, Health Occupations, Industrial Technology, Home Economics, and Agriculture will include activities addressing the goals of vocational ethics instruction. This manual is recommended as an aid to teachers using these materials.

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# VOCATIONAL ETHICS

## *Rationale*

Vocational ethics is an area of inquiry that focuses upon questions of ethical conduct in the workplace. The term *work ethic* refers to the beliefs, values, and principles that guide the way individuals interpret and act upon their job rights and responsibilities within the work context at any given time. The beliefs, values, and principles of individual workers are affected by and, in turn, contribute to the guiding principles and overriding values of a work organization. Thus, ethical conduct in the workplace must be considered in terms of the interaction between the work ethic of the individual and the ethical standards inherent in the work context in which the individual functions.

Traditionally, vocational education programs have focused upon shaping students' work values according to ethical characteristics viewed as desirable by many employers. These characteristics include working cooperatively with others, following instructions, being honest and dependable, accepting responsibility for one's own actions, and taking pride in work well done. The traditional approach to shaping students' work values is based on the view that these characteristics are equally valued in all work environments at all times and that the employer is the primary source of the value system which guides the way workers carry out their day-to-day work activities.

Recent inquiries into the nature of the American work environment suggest that this approach is insufficient for preparing students to enter a world of work characterized by change and varied organizational value systems. Peters and Waterman (1982) note, for example, that U.S. companies differ with regard to the value themes they emphasize. Some companies stress worker involvement in management decisions; others emphasize customer service and support. To remain continuously and productively employed, workers need to be attuned to the specific value themes stressed by their employer.

Workers must also be aware that employers may not be the single source of guiding work values in all work contexts. In some cases the content and articulation of values are well defined by management. In other cases, work values are informally established and shaped by peers working in close contact with each other on a daily basis. Dominant work values may thus be influenced by both the work values promoted by management and the extent to which workers share and manifest these values through their work behavior.

Ethical conflict occurs when the beliefs, values, and attitudes guiding the way an individual worker interprets and acts upon job rights and responsibilities do not match the shared beliefs, values, and attitudes characterizing the work environment in which the individual functions. Change can produce as well as resolve ethical conflicts between workers and between workers and management. To remain continuously and productively employed, workers need to assess, anticipate, and respond appropriately to change within any given work environment and to initiate change in order to restore harmony between self and situation. This is accomplished through a mutual adaptation of the individual worker's beliefs, values, and principles and the dominant value themes operating within the work context. Thus, an individual worker may be faced with questions of ethical conflict arising from:

1. Competing values within self relative to the interpretation of rights and responsibilities on the job.
2. Personal uncertainty or disagreement with management or other workers about the appropriate interpretation and implementation of dominant value themes within the work organization.
3. The effect of change on the harmony established within self, with others, and within the general work environment.

The purpose of teaching vocational ethics is therefore to provide students with a framework for recognizing and resolving ethical conflicts within themselves, with others, and with their environment in such a way as to promote individual job satisfaction and continuous and productive employment after the students enter the work force. This is accomplished by providing students with an opportunity to develop an enabling work ethic.

## Development of an Enabling Work Ethic

An enabling work ethic is not a set of items of information to be memorized or skills to be mastered. Rather, it is an integrated and interactive system of attitudes, values, and beliefs that empowers an individual to adapt to and initiate change in order to sustain long-term harmony with his or her work environment.

The development of an enabling work ethic proceeds in stages (see Figure 1). In Stage 1 of this development, the environment assumes a dominant position relative to the individual's approach to ethical conduct. The individual's conduct, in such situations, is determined by the active, external enforcement of rules and regulations developed by others. These rules and regulations have meaning and value to the individual only in terms of the consequences (reward or punishment) of obeying or violating established norms. For example, a very young child determines an appropriate course of action—i.e., one desired by those in authority—based upon environmental contingencies. When these contingencies are applied consistently, the child learns what type of behavior is expected in a given situation. As the child grows, he or she develops behavioral patterns or schemes from this process and moves into Stage 2.

In Stage 2, the child's conduct is guided by the norms established by outside authority that have, over time, been incorporated into the child's repertoire of behavioral responses. The child responds to ethical conflict by reviewing past experiences to identify previously learned rules of conduct that would be adaptive in the present situation. A previously learned response proven over time to be adaptive in other conflict situations is established as one of a variety of primary response patterns in the child's behavioral repertoire. Thus, at this stage of development, the child may respond to ethical conflict by conforming passively to the rules imposed by authority, by behaving in accordance with informal norms, or by responding according to "habit."

Most individuals deal with day-to-day job requirements at the Stage 2 level, i.e., by habit. This behavior is very adaptive and is something employers expect of workers and rely upon. No company or business has the time or personnel resources to control all phases of the work environment, including worker behavior. Workers are expected to possess desirable work "habits" prior to employment. For example, when workers at the Stage 2 level of ethical development are first asked to participate in a flex-time program at work, they will react on the basis of habit—by continuing to adhere to previous work hours, by following the hours informally established by their fellow workers, or by adopting a work schedule they have learned to use in other environments, such as at home.

In the third stage of development, however, the individual begins to attach meaning and value to previously acquired behavioral norms and rules of conduct by deducing their underlying ethical principles. Stage 3 individuals, for example, are capable of grasping the principle of reciprocity that underlies the notion of positive customer relations.

Since Stage 3 individuals have a greater awareness of underlying ethical principles, they have a greater opportunity to perceive competition between these principles and to develop new and creative responses to ethical problems encountered in everyday life. When Stage 3 workers experience conflict, they are free to choose to act in accordance with rules and regulations imposed by others (Stage 1); to respond with a previously learned pattern of behavior proven adaptive in similar situations over time, i.e., habit (Stage 2); or to develop a new pattern of response based upon their understanding of the principles of ethical conduct in the workplace (Stage 3). In the case of a Stage 3 worker faced with the flex-time dilemma, the worker is capable of developing a new schedule that effectively accommodates competing personal and job demands.

Individuals functioning in the third stage of development therefore have the greatest number of response options. Because these individuals can be flexible in their response to environmental demands, their ability to remain continuously and

VARIATIONS IN COGNITIVE, EXPERIENTIAL, AND ENVIRONMENTAL ELEMENTS IN ETHICAL DEVELOPMENT

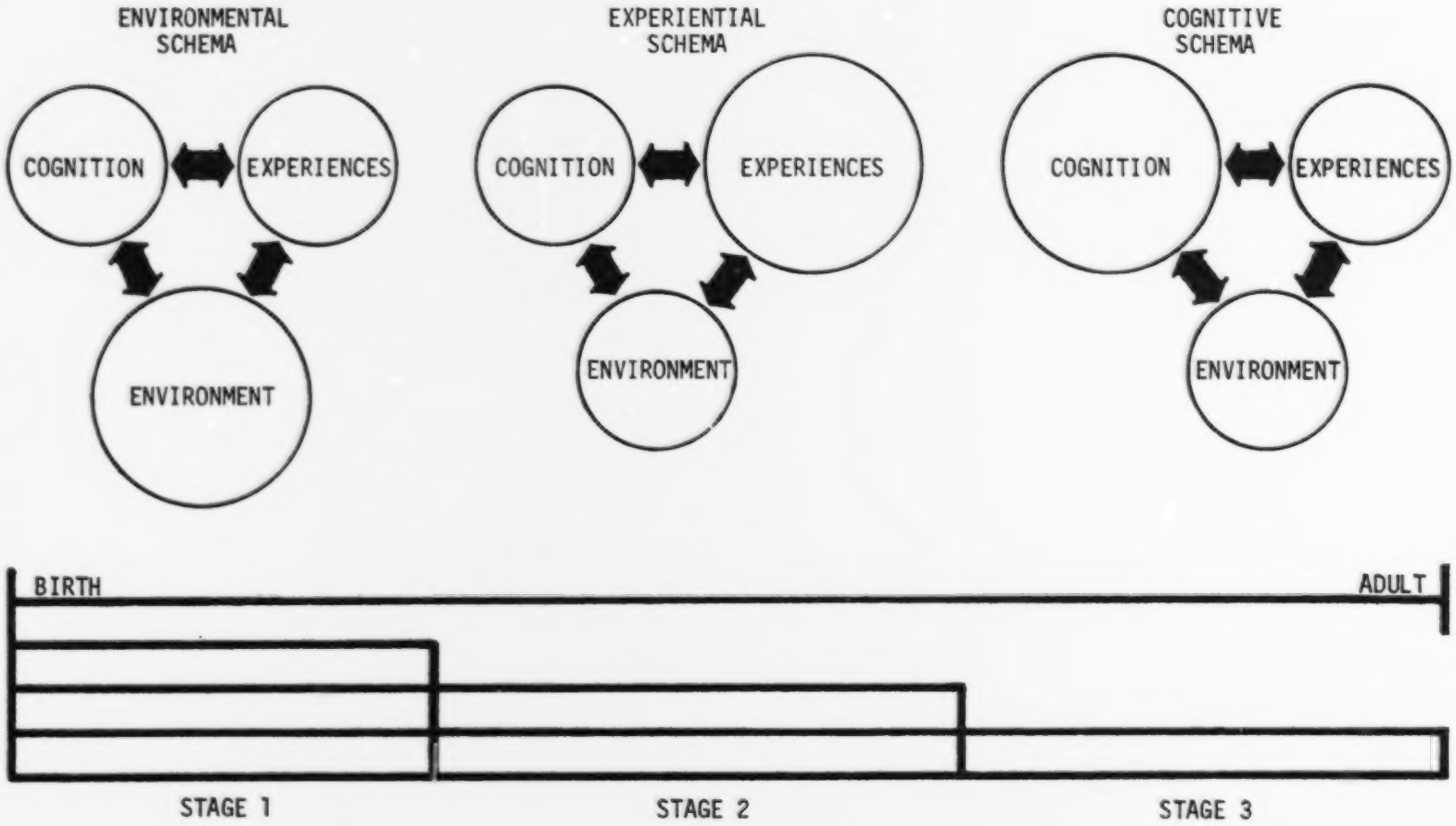


FIGURE 1

productively employed is greatly enhanced.

Thus, the teaching of vocational ethics is best construed as educating for and toward the development of an enabling work ethic through the development of:

1. The ability to recognize ethical problems and issues within the work context.
2. Ethical reasoning skills.
3. The ability to resolve ethical conflicts within oneself and with others in the work environment.
4. The ability to successfully implement ethical decisions.

## The Teaching of Vocational Ethics

### Indirect Instruction

There are two approaches to teaching vocational ethics and developing an enabling work ethic in students: the indirect and the overt. The indirect approach is through what is sometimes called "the hidden curriculum." The hidden curriculum involves all aspects of the instructional process. In each classroom, the relationship between the authority figure (the teacher) and those charged with carrying out tasks (the students) provides a model of interaction that students may eventually apply to the work situation. The way a teacher structures class activities and the way he or she rewards, ignores, and punishes various types of behavior teaches students what standards are valued by those in authority. Table 1 provides examples of how classroom management procedures might be interpreted by students. When ethical conflicts arise in the classroom, students have the opportunity to observe and learn each teacher's approach to resolving such conflicts. The indirect instructional process thus occurs through ongoing ethical conflict resolution within a real-life setting (see Figure 2).

A given student's approach to ethical conflict resolution is dependent upon his or her developmental level. When facing an internal ethical conflict or a conflict with school authorities or other students, a student at Stage 3 of the development of an enabling work ethic may first respond by reviewing all response options learned via prior experience, either actual or vicarious. If the student identifies a match, i.e., a previously learned response that solved a similar conflict or problem in the past, he or she will attempt to act in a similar manner in order to restore harmony or equilibrium within self or between self and environment. Should the previously learned response be adaptive in the new situation, i.e., restore harmony, the previously learned response will be reinforced and thus maintained within the student's behavioral repertoire.

If, however, the action based upon prior experience does not reestablish harmony, the student will consider other previously learned behaviors until a match is obtained that resolves the conflict or until he or she perceives that past experience is insufficient to solve the problem in question. At this juncture, the student must develop a new pattern of response using the ethical reasoning skills at his or her disposal in order to resolve the conflict.

As new response patterns are conceived and implemented, the consequences of the student's actions are evaluated in terms of the ultimate goal of reestablishing equilibrium. Strategies perceived by the student to be adaptive are incorporated into the pool of prior experience that can be drawn upon and thus expand the options available to the student for responding to similar conflicts in the future.

New strategies that are perceived by the student to lead to disequilibrium—i.e., continued or increased conflict within self or between self and environment—are also incorporated into the student's prior experience but do not expand his or her response options. In this case, the student must either search for a more adaptive previously learned response or develop and evaluate yet another new pattern of responding.

**TABLE 1**

| Hidden Curriculum | Message | Outcome |
|---|---|---|
| Mandatory attendance | "Authority will tell you what to do" | Unable to work without structure |
| Deadlines not enforced | "It doesn't matter when you get it done" | Unreliable |
| Regulated class periods | "When time is up, the job is over" | Unwilling to do extra work |
| Rote learning tasks | "It isn't fun but we have to do it" | Work seen as drudgery |
| Textbooks emphasize facts over methodologies | "Memorize the facts" | Unable to learn concepts |
| Tests measure material retained | "Memorize the facts" | Unable to learn concepts |
| Teaching method predominantly lecture | "I know something you don't" | Unable to seek own solutions |
| Only "final product" submitted for grading | "Do something and hand it in" | Lacks follow-through |
| Arbitrary policies in schools | "You'll follow our rules no matter what" | Rebellion |
| Regimented rules followed | "Do the same thing every day, and you'll get by" | Irresponsible |
| Rewards and punishments not meaningful | "Doesn't matter what you do, nothing will really happen" | Irresponsible |
| Interpersonal contact kept to a minimum | "Don't talk, and do your own work" | Unable to work with others |
| Conflicts settled in private (e.g., in the principal's office) | "Authority solves all all problems" | Unable to handle interpersonal conflict |

## INDIRECT INSTRUCTIONAL MODEL

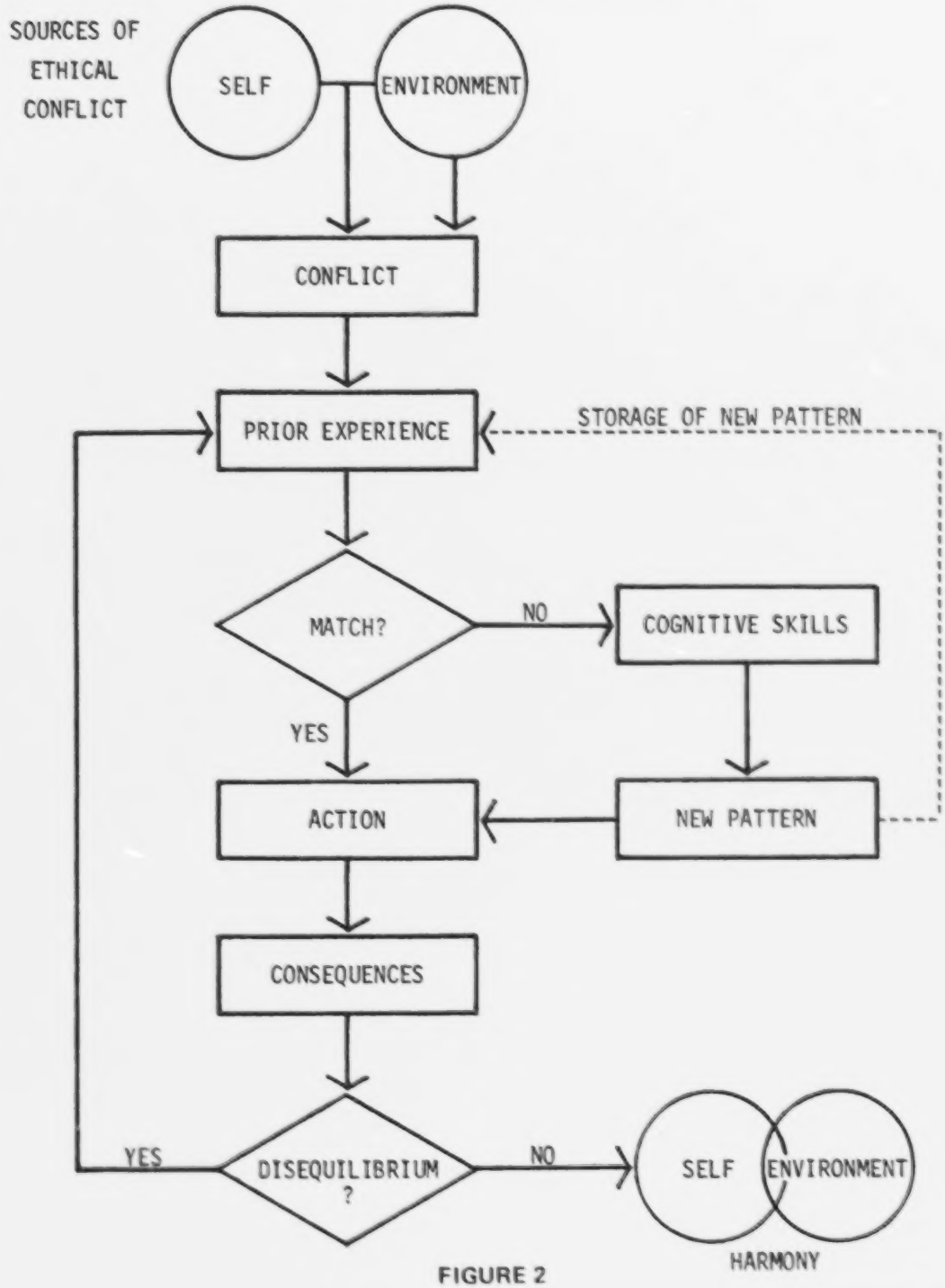


FIGURE 2

### Overt Instruction

Overt instruction in vocational ethics offers many advantages over the hidden curriculum as a means of teaching students to recognize and successfully deal with ethical conflict. These advantages include clear instructional goals, replicable teaching strategies, and objective evaluation procedures. By taking a more conscious approach to instruction, teachers can help students to acquire necessary knowledge and skills in a systematized manner and to practice what they have learned in the classroom prior to tackling real-life situations.

The overt approach to teaching vocational ethics involves bringing to consciousness student values, attitudes, and beliefs about worker rights and responsibilities and providing each student the opportunity to alter or affirm his or her personal work ethic (see Figure 3).* This is accomplished by pressing the student to make a choice regarding a particular ethical problem or issue, controversial question, area of debate, or policy affecting the world of work and to justify that choice through a process of value assessment.

The value assessment process encourages students to justify their choice or stance relative to the following value assessment criteria:

1. Reciprocity: Would you want this choice made if you were in the place of others in the situation?
2. Consistency: Would this choice be appropriate for you to make in other similar situations?
3. Coherence: Would this choice contribute to the overall well-being of the group or organization of which you are a part?
4. Comprehensiveness: Would this choice be appropriate for everyone to make in other similar situations?
5. Adequacy: Would this choice solve the short-term problem?
6. Duration: Would this choice solve the problem over time?

The awareness of the relative adequacy of their position leads students to either alter or affirm their existing work attitudes, values, and beliefs. The students' future actions and the consequences of those actions will flow from the values examined during this process.

### Instructional Content

The content of overt vocational ethics instruction focuses on the two main types of skills to be acquired by the students: ethical reasoning skills and mediation skills. Instruction includes discussing ethical problems and having students generate possible alternatives for solving the problems. The purpose of instruction is to help students evaluate solutions using the value assessment criteria listed above. These criteria, described here in some detail, are useful guides for evaluating the possible consequences of possible courses of action when one is confronted with an ethical dilemma.

*Value Assessment Criteria*

Reciprocity. This criterion embodies the application of the "Golden Rule," i.e., "Do unto others as you would have them do unto you." Reciprocity is the most familiar and easily understood of the value assessment criteria and can be grasped by any student who is capable of imagining how it would feel to be in another's place. The application of this criterion demonstrates how vocational ethics can be taught without dictating hard-and-fast moral rules to follow in every situation. When students are presented with

*The overt instructional process of value assessment discussed here derives in part from and expands upon the ideas presented by Richard L. Morrill in "Educating for Democratic Values," Liberal Education, 68(4), 365-376.

OVERT INSTRUCTIONAL MODEL

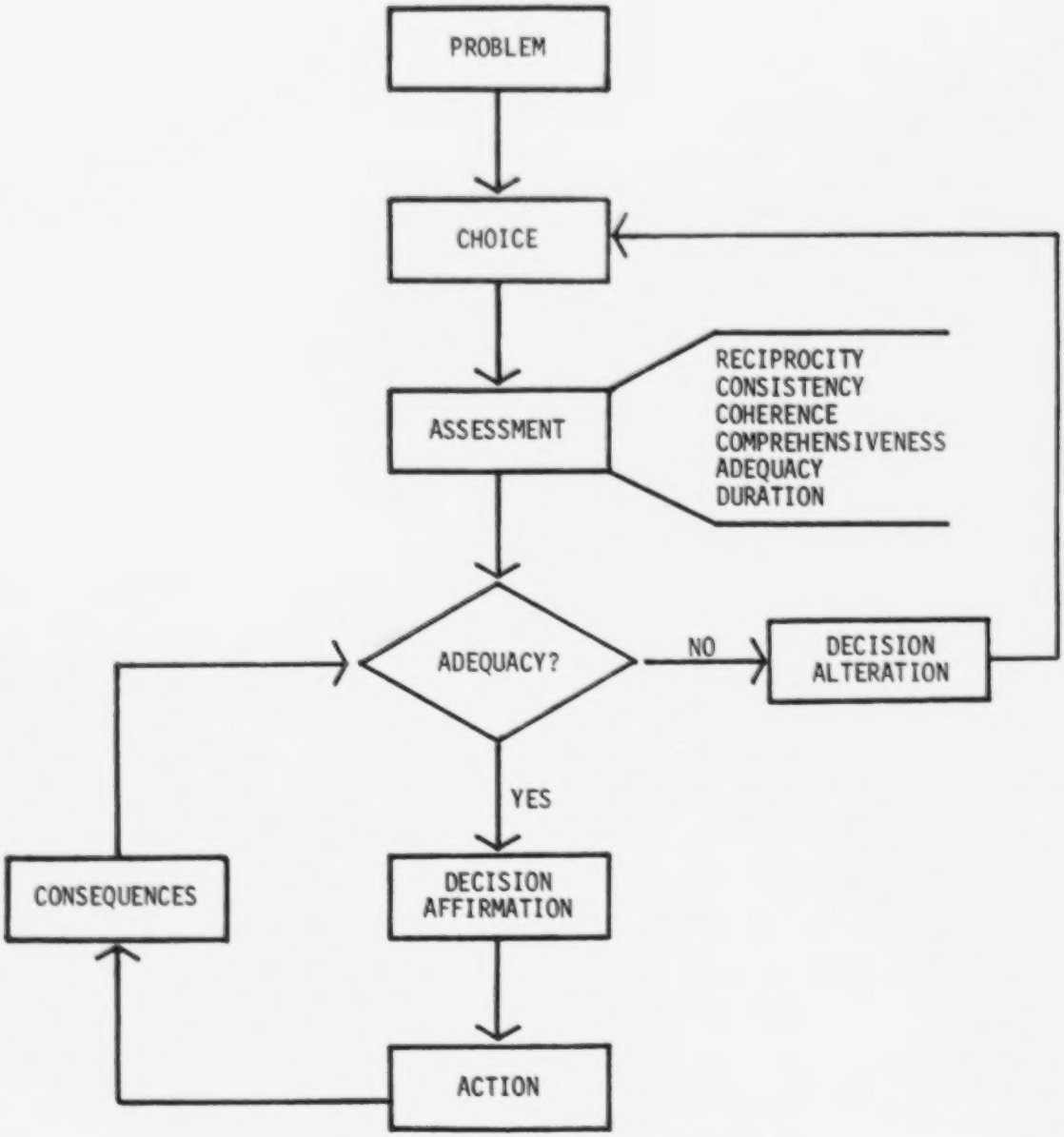


FIGURE 3

an ethical problem and asked how they would want the problem resolved if they were in the place of each of the individuals involved, a variety of answers will be generated. Students will learn from this process that there are a number of different acceptable courses of action in dealing with others.

Consistency. The criterion of consistency focuses upon the congruity of an individual's responses to ethical conflict across situations and over time. The classic example of inconsistent behavior is the student who is prompt and courteous at a part-time job, but turns into a less than ideal citizen when at school. True, the same behavior is not always appropriate in all situations, but many similarities exist between different social settings. If it is important to treat people with respect in the work environment, it is also important to treat people with respect in the school and home environments. Logical and emotional consistency is important for attaining and practicing ethical thought and action.

Coherence. This criterion means that ethical conflict resolution must take into account the interrelationship of people and their relationship to the larger environment of which they are a part. Whether a response to a given conflict is coherent can be assessed through questions such as, "Does the action make me a better person? Does it help the people around me? Does it help the organization to which I belong?" The criterion of coherence asks students to answer these kinds of questions before deciding on a course of action.

Comprehensiveness. The criterion of comprehensiveness seeks to answer the question, "What if everyone did this?" Many people take action as if they were operating in a vacuum. Comprehensiveness ponders what would happen if everyone took two hours for lunch, called in sick when it was sunny outside, or left work before the next shift. Clearly, if everyone engaged in such behavior, no work would be accomplished. In applying this criterion, care should be taken not to convey that an action is always acceptable if enough people are doing it, e.g., cheating on income tax returns. The purpose of discussing comprehensiveness is for students to see that a small action may have big effects and that if the big effects are not acceptable, perhaps the smaller ones are not either.

Adequacy. This criterion seeks to determine if the action under consideration will satisfactorily address all aspects of a given problem. If a worker is being bullied by a co-worker, for example, will getting into a fight with the bully solve the problem? Is it possible that such behavior will lead to both workers being fired? If the answer is yes, perhaps another solution needs to be tried. A solution that does not consider all aspects of the problem is not a very good solution.

Duration. The criterion of duration considers a given solution over the long term. Putting toxic waste into concrete barrels solves a short-term problem, but what will the consequences be in 10 or 20 years? Not all solutions need to be weighed on such a long-term scale, but certainly the future needs to be considered. Most solutions can be evaluated for their anticipated outcome in one week, a month, or a year.

It must be noted that the value assessment criteria are only guides for thinking about an ethical dilemma. The purpose of employing the criteria is not to have some sort of scoreboard in the sense that if something meets four of the six criteria it is automatically a good solution to a problem. The criteria can be very useful in determining the logical consistency and possible consequences of a course of action, but they do not in themselves determine what is right or wrong. That judgment is always for each individual to make.

### *Mediation Skills*

Beyond the decision-making stage, students need to learn to implement their decisions successfully. This requires that the student possess four primary types of mediation skills: assertiveness, empathic listening, principled negotiation, and risk taking.

Assertiveness. Assertiveness is defined as the ability to stand up for one's rights and to express oneself fully without infringing on the rights of others. Assertiveness skills are techniques that people can learn to help them achieve the goals of self-expression.

In general, there are three types of behavior

that people are capable of in social situations: passive, aggressive, and assertive. Passive behavior is best exemplified by people who are timid or shy. Such people are not comfortable in social situations and react by withdrawing. Some behaviors they might exhibit are mumbling, halting speech, lack of eye contact, and indecisiveness. Passive individuals may feel inadequate or afraid in a social situation; they are not able to express themselves fully or get what they want.

In direct contrast to the passive person is the aggressive person. Aggressive people use some illegitimate form of power, at the expense of others, to achieve their social goals. Such individuals may use bullying tactics such as shouting and threats to accomplish their aims or may employ more subtle tactics, using veiled threats or social standing to coerce others to do their will. People who use aggressive behavior are generally not well respected by those around them and, paradoxically, may feel weak and ineffectual, using aggressive bluster to camouflage their feelings of inadequacy. Both aggressive and passive behavior, while common, are undesirable. Neither builds a person's self-esteem or enables a person to achieve his or her social goals in an honest and forthright manner.

In contrast to people who act passively or aggressively, people who act assertively are able to achieve social aims while gaining the respect of others and building their own self-esteem. These goals are accomplished by the dual nature of assertiveness training. One part of the training emphasizes the rights and responsibilities of people in social situations; the other part is directed toward teaching the social skills that enable a person to interact effectively in an assertive manner.

The rights of assertiveness seem like common sense, but in many situations people ignore the rights of others or neglect to maintain their own rights. Some of the rights put forth by assertiveness training are the right to set one's own priorities, the right to ask for what one wants, the right to self-expression, the right to accept compliments, and the right to be treated with respect. The responsibilities of an assertive person can be summed up simply: to exercise these rights in an honest and reasonable way. Assertiveness training is also designed to help individuals acquire and practice the behavioral skills that they will need in order to stand up for their rights and to fulfill their responsibilities.

The behavioral skills of assertiveness are basic techniques that are learned and practiced until a person has established them in his or her repertoire of behaviors. Assertive skills include such things as the ability to make "I-language" statements, which means using such phrases as "I want" and "I feel" for expressing oneself. Also emphasized is the use of assertive body language—for example, using eye contact, firm gestures, and a proper tone of voice in social situations. Conversational skills are emphasized as well; individuals learn how to initiate, maintain, and conclude conversations by using such techniques as open-ended questions, self-disclosure, restatement, highlighting, and process observation. These techniques can be used with great effect in most situations. Occasionally, however, a person's rights are threatened by others. In these special circumstances a set of specialized assertive techniques such as the "broken record"—repeating a request over and over again—can be used to overcome the threat.

There are many materials that more fully describe assertiveness and assertion training; some of the best are listed in Appendix A.

Assertiveness Skills:

1. The ability to make "I-language," mixed-feelings, empathic, and confrontive statements to others.
2. Awareness and use of assertive body language.
3. Sensitivity to location, timing, intensity, duration, relationships, and frequency when making assertive statements.
4. The ability to give and receive both positive and negative feedback.
5. The ability to initiate, maintain, and conclude conversations through the use

of open-ended questions, self-disclosing statements, restatement, highlighting, and process observation.

6. The ability to set realistic limits on requests on self made by others and to make realistic requests of others.

Empathic listening. This important social skill is often ignored, not because people regard it as unimportant, but rather because they take it for granted. The assumption is that if a person can hear, he or she can listen. Unfortunately, this assumption is not necessarily true. Listening well is a skill that must be developed and practiced like any other. There are many complications in receiving messages that others are trying to send. One is that people speak at about 150 words per minute but are able to think at about 650 words per minute; thus, without intense concentration it is difficult for a listener to keep his or her mind from wandering. In addition, the words that a speaker chooses to use in a given situation may not convey the full meaning that is intended or that is available to the listener. Nonverbal cues may carry much of the meaning.

Empathic listening is important in many situations on the job and in other social settings. If one does not react to the entire message that a speaker is sending, it will be difficult to respond effectively. This is the essence of empathic listening: using various listening skills to determine the complete message of another person in order to be better able to respond and adapt to that person's needs.

Empathic listening begins with the skill of active listening. Active listening refers to the responses that the listener makes to the speaker. An active listener attempts to make appropriate verbal responses to the speaker that summarize and reflect what the speaker has said. These responses help the listener organize and better understand what is being communicated and assure the speaker that his or her message is getting through. In many cases the simple act of a listener saying "What I hear you saying is . . ." and reflecting the thoughts of the speaker can improve communication greatly.

Empathic listening extends beyond the words of the speaker; it also involves the listener's attention to such body language as facial expression, posture, and tone of voice. Messages are sent through this channel all the time containing important information that the listener is often not aware of. Training in empathic listening can help students to utilize all messages being sent to gain a more complete picture of the thoughts and feelings of the speaker.

Empathic listening is an important skill that should be used every day. There are excellent materials that can help teachers to better understand and to teach empathic listening skills; several are listed in Appendix A.

Empathic Listening Skills:

1. The ability to give verbal feedback that demonstrates an understanding of the emotional and intellectual content of others' communications.
2. The ability to recognize messages conveyed through facial expressions and body language.
3. The ability to recognize when conflicting messages are conveyed through verbal and body language.
4. The ability to respond to others with compatible verbal and body language in such a way as to promote interpersonal understanding.
5. The ability to identify with the personal experiences expressed by others.
6. The ability to make statements that identify the feelings and attitudes being expressed directly or indirectly by others.

Principled negotiation. Generally, when people think of negotiating they imagine adversaries such as labor and management representatives facing each other across a table and arguing about salary or benefit issues. This stereotypical view of negotiation often entails each side staking out an extreme position and finally splitting the difference to come to an agreement, or, more precisely, a "compromise." This type of

negotiating has been labeled *positional negotiating* and has as its underlying philosophy the notion that there is a static "pie" that must be divided between competing parties. The idea of this type of negotiation is not so much to come to an agreement, but rather to "win" the largest slice of the pie.

In direct contrast to this philosophy is a new system of thought about negotiations: *principled negotiating*. The object in this type of negotiating is not to win the largest slice of the pie but to work together for an agreement which solves a problem in a way that is fair to all parties. In positional negotiation, each side is hard on the other to wear it down in order to "win." In principled negotiation, on the other hand, the participants treat the problem to be solved as a common enemy which they work cooperatively to wear down; they are hard on the problem, not on the people involved.

With the negotiators acting as problem-solvers, the process has a dual focus: (1) use of problem-solving skills, and (2) use of the requisite social skills needed in this type of situation. The major component of problem solving in this process is information gathering. Information is critical to any negotiation. It is needed to determine the principles behind the other parties' positions, and it is needed to determine the fairness of proposed solutions.

The social skills of the negotiators are also important to the success of the process. One set of social skills relates to how well a person can work in a group problem-solving arena. These skills are used when all parties have agreed to principled negotiation and the process is going smoothly. Another set of specific social skills and techniques must be used when the other party is reluctant to participate in principled negotiation and must be convinced of the benefits of this process.

The skills of principled negotiation are useful not just when people formally disagree or have major issues to settle, but also in broader circumstances. These skills can be used any time there is a problem to be solved and some disagreement as to the best way of solving it. For example, students might use these techniques to handle conflicts with their parents, teachers, classmates, or friends.

Several of the best resource materials for reading about and teaching principled negotiation are listed in Appendix A.

Principled Negotiation Skills:

1. The ability to respond to the issues rather than to the personalities of the individuals involved in the negotiation process.
2. The ability to identify the underlying interests of the individuals involved in the negotiation process.
3. The ability to determine the extent to which the stated positions and the underlying interests of individuals involved in the negotiation process are compatible.
4. The ability to generate a variety of possible solutions to a given problem prior to entering into the negotiation process.
5. The ability to develop and use objective criteria/fair standards to obtain a negotiated settlement.

Risk taking. Using any of the mediation skills listed above involves some degree of risk. It can be risky to be assertive with those who have more power; it can be risky to use a cooperative form of negotiation; it can even be risky to really attend to all of the messages in someone's communication. People therefore need a group of skills to help them recognize risk, evaluate chances of success or failure, and cope with risky situations.

Risk-taking skills involve assessing the expected utility of a certain course of action. In a sense, this assessment is like the computation of the mathematical odds in a gaming situation: Do

you stand to win more than you will lose? Of course, life is more complicated than simple probabilities, and dealing with risk is no exception. To begin to understand the costs and benefits of a course of action, people must recognize how their values influence them when they consider undertaking a risky course of action. People must also understand that risk is situational and must be able to determine the unique factors in a given situation that will influence decisions about risk.

Those individuals who understand the nuances of risk are able to make better decisions. Once they comprehend the elements that make up a situation and correctly determine the chances for success or failure, they will be better able to execute a risky action than if they could not perform this type of analysis.

Some excellent sources on risk-taking skills are listed in Appendix A.

Risk-Taking Skills:

1. The ability to recognize one's own value hierarchy.
2. The ability to estimate one's chances of success or failure relative to a number of courses of action that involve risk.
3. The ability to understand the influence of deprivation and oversufficiency in relation to one's personal values and the resultant effect on risk-taking behavior.
4. The ability to understand and predict the consequences of success and failure when selecting from a variety of possible actions involving risk.
5. The ability to understand the influence of one's attributions of the causes of one's past failures and successes on future risk-taking behaviors.
6. The ability to understand expected outcomes of situations in which:
   a. if one person wins, others must lose;
   b. if one person wins, others win also;
   c. if one person loses, others lose also.
7. The ability to understand the influence of group members on one another in making group decisions involving risk.

## Teaching Strategies

*Teacher's Role*

To successfully teach vocational ethics, the teacher must adopt the role of a facilitator/participant. As a facilitator, the teacher is responsible for establishing and maintaining the structure of the instructional process and moving students through the process in a timely manner. As a participant, the teacher is encouraged to model qualities desired in all participants: respect for others' ideas, willingness to listen as well as to actively participate in discussions, use of appropriate body language, tolerance for ambiguity, a sense of humor, interest in learning new information, etc. In short, the teacher should take on the responsibility of being the "most experienced learner" in the group and demonstrate "how" to learn rather than lecture on "what" to learn.

*Format of Instruction*

The format of instruction best suited to the goals of vocational ethics is small-group discussion, although one-on-one work between a teacher and student may be appropriate in certain settings. Ideally, groups should consist of no fewer than 5 and no more than 15 students. Instruction should take place in an environment in which participants feel both physically and psychologically safe. Sufficient time should be allowed for instruction. Classroom periods of at least 50 minutes have been found to be adequate. Larger discussion groups typically will require more time in order for all students to be involved.

The content of instruction includes discussion of ethical problems, either hypothetical or real, and student generation of possible alternatives for solving the problems. Students then use the value

assessment criteria to evaluate their solutions.

Role plays of emerging solutions allow students to observe and evaluate the consequences of their choices. Teacher observation of student role plays allows for evaluation of student interpersonal (mediation) skills in the areas of assertiveness, empathic listening, risk taking, and principled negotiation. Teacher observation of student role plays also allows for evaluation of student competency relative to these interpersonal skills and for planning of follow-up instruction as required.

*Sequence of Instruction*

A suggested sequence of instruction includes the following steps:

1. Teacher distributes a written case study to students describing an ethical problem faced by one or more workers.
2. Teacher facilitates discussion of case study according to the following topics:
   a. identifying elements contributing to conflict,
   b. brainstorming possible solutions,
   c. evaluating possible solutions using value assessment criteria, and
   d. selecting suitable solutions.
3. Teacher encourages students to role play solutions they have selected.
4. Teacher encourages students to discuss observed consequences of each solution acted out.
5. Teacher evaluates student understanding and use of value assessment criteria (during discussion) and interpersonal skills demonstrated by students during role plays.
6. Teacher conducts follow-up instruction as needed.

**Creating and Adapting Curricula**

It is important for teachers to remember that instruction in vocational ethics is an ongoing process. More than one instructional session will be needed to teach students to make and successfully implement ethical decisions. Best results will be achieved by introducing vocational ethics as an extension of existing classroom activities. The key features of any scenario presented in a vocational ethics lesson are:

1. Conflict within self or with others based upon competing standards or values. Some of these include:
   a. doing for oneself vs. doing for others,
   b. loyalty to friends vs. violating one's standards,
   c. allegiance to group vs. allegiance to personal standards,
   d. obeying authority vs. adhering to personal standards,
   e. coming to someone else's aid vs. ensuring one's own safety,
   f. giving immediate aid that might do harm in the long run vs. letting someone suffer now for long-term benefit,
   g. exposing wrongdoing vs. minding one's own business, and
   h. advancing one's own interests vs. not compromising one's own standards.

   (Schulman & Mekler, 1985)
2. Opportunity for free choice in response to the conflict.
3. Identifiable consequences based upon choices made.

Appendix B contains an outline for the development of vocational ethics activities and sample lesson plans developed by practicing teachers involved in the pilot test of the vocational ethics project. These lessons should be viewed as a point of departure for developing a vocational ethics program in your school.

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Murphy, C., & Jenks, L. (1983). Getting a job after college—What skills are needed? *Journal of Career Education, 8,* 80-93.

Peters, T. J., & Waterman, R. H. (1982). *In search of excellence: Lessons from America's best-run companies.* New York: Harper & Row.

Schulman, M., & Mekler, E. (1985). *Bringing up a moral child: A new approach for teaching your child to be kind, just, and responsible.* Reading, MA: Addison-Wesley.

# APPENDIX A

## Materials List

### Assertiveness


Albert, R. E., & Emmons, M. L. (1984). *Stand up, speak out, talk back.*
Alder, R. (1977). *Confidence in communication: A guide to assertive and social skills.*
Booraem, C. (1978). *Help your child be self confident.*
Bower, G., & Bower, S. (1976). *Asserting yourself: A practical guide for change.*
Callahan, B. (1986). *Assertiveness training.*
Colter, S. B. (1976). *Assertion training.*
Dawley, H. H. (1976). *Achieving assertive behavior: A guide to assertive training.*
Egidio, R. K., & Pope, S. L. (1977). *Becoming assertive: A trainer's manual.*
Freiberg, R. (Ed.). (1978). *Taking charge on the job: Techniques for assertive management.*
Galassi, M. D., & Galassi, J. (1977). *Assert yourself: How to be your own person.*
Hauck, P. A. (1979). *How to stand up for yourself.*
Jakubowski, P., & Lange, A. J. (1978). *The assertive option: Your rights and responsibilities.*
Kelley, C. (1978). *Assertiveness training: A facilitator's guide.*
Lange, A. J. (1976). *Responsible assertive behavior: Cognitive/behavioral procedures for trainers.*
MacNeilage, L. A. (1982). *Assertiveness at work: How to increase your personal power on the job.*
Reuben, D. H. (1985). *Progress in assertiveness: An analytical bibliography.*
Silberman, M. L. (1980). *How to discipline without feeling guilty: Assertive relationships with children.*
Whitely, J. M., & Flowers, J. V. (Eds.). (1978). *Approaches to assertion training.*
Zuker, E. (1983). *Mastering assertiveness skills: Power and positive influence at work.*


### Empathic Listening


Adler, M. J. (1985). *How to speak how to listen.*
Banville, T. G. (1978). *How to listen—How to be heard.*
Berry, J. W. (1986). *Teach me about listening.*
Brownell, J. L. (1986). *Building active listening skills.*
Friedman, P. G. (1978). *Listening processes: Attention, understanding, evaluation.*
Geeting, B., & Geeting, C. (1982). *How to listen assertively.*
Glist, V. J. (1983). *Lend an ear: A skills approach to effective listening.*
Jasper, J., & Morgan, E. (1981). *Developing listening skills.*
Lenard, G. (no date listed). *Don't just hear—Listen.*
Maxwell, M. J. (1981). *Listening games for elementary grades: Teach vital learning skills: 92 listening and thinking activities.*
McGregor, G., & White, R. S. (Eds.). (1986). *The art of listening: The creative hearer in language.*
Montgomery, R. L. (1984). *Listening made easy.*
Patty, C. (1980). *Learning to listen.*
Reed, W. H. (1985). *Positive listening: Listening to hear what people are really saying.*
Schmitt, A. (1982). *The art of listening with love.*
Stempinsky, S. A. (1980). *Listen: Suggested activities to motivate the teaching of elementary listening skills.*
Wagner, G. W. (1970). *Listening games: Building listening skills with instructional games.*
Wicks, R. J. (1979). *Helping others: Ways of listening, sharing and counseling.*


### Negotiating Skills


Bartos, O. (1974). *The process and outcome of negotiations.*
Cohen, H. (1983). *You can negotiate anything.*
Druckman, D. (Ed.) (1977). *Negotiations: Social-psychological perspective.*

Fisher, R., & Ury, W. (1981). *Getting to yes: Negotiating agreement without giving in.*
Gould, J. S. (1986). *The negotiator's problem solver.*
Illich, J., & Jones, B. S. (1983). *Successful negotiation skills for women.*
Lemmon, J. A. (1984). *Reaching effective agreements.*

Risk-Taking Skills

Carney, R. E. (1971). *Risk taking behavior.*
Hunsaker, P. L. (1971). *Some cognitive and environmental determinants of risk taking behavior in individual and group decision making.*
Lichtensein, G. (1981). *Machisma: Women and daring.*
Urquart, J. (1985). *Risk watch: The odds of life.*

# APPENDIX B

To the Teacher,

Vocational ethics is an area of instruction designed to maximize student success in resolving ethical conflicts on the job. Although the term *vocational ethics* may be unfamiliar to you, there are many ways in which the teaching of vocational ethics is similar to teaching in other basic skill areas. As with math or reading instruction, programs in vocational ethics teach skills that students will use in everyday life outside of the classroom, promote skill sophistication as students grow intellectually, and help students learn to generalize these skills to solve problems across a vast array of environments and situations.

Math and reading skills are used by most of us every day in such basic tasks as balancing checkbooks, following recipes, and determining interest on car loans. Vocational ethics also teaches students skills they will need every day in order to determine a proper course of action when faced with an ethical problem and to carry out that course of action. All of us must find answers to questions of ethics. Should we turn in a friend who is cheating? Should we call in sick when we want the day off? What should we do when the boss blatantly discriminates in his or her hiring practices?

Although students receive much preparation in the "basic" academic subjects, they receive very little help in how to deal with situations involving ethical conflict. Typically, the only place ethics is included in most school programs is as a course in professional ethics at the graduate or professional school level. Feedback on the quality of new entry-level workers obtained from employers in business and industry suggests that this approach is "too little, too late."

Skills in vocational ethics can be developed over time in sequential manner according to the developmental level of each student. It is therefore appropriate to introduce vocational ethics prior to the post-secondary level. However, it should be realized that instruction in vocational ethics is an ongoing process, one that begins before students enter our schools and that continues after formal schooling has concluded. Given this reality, the aim of vocational ethics instruction is to help students (1) understand and use the problem-solving system provided by vocational ethics instruction to the best of their ability and understanding, and (2) apply the techniques appropriately in real-life situations. Although students need to master certain skills to achieve this goal, the intent of vocational ethics instruction is not to teach students a rigid code of conduct. Such an approach would be nonadaptive in a world of work characterized by change and varied organizational value systems.

Rather, vocational ethics instruction focuses upon the development of two interrelated skill areas: ethical reasoning and mediation. Ethical reasoning skills enable the student to determine an appropriate course of action when faced with an ethical conflict. They provide the student with the tools he or she will need to objectively examine an ethical problem and determine which of a variety of courses of action will bring about the most satisfactory solution to the problem.

The second component of vocational ethics instruction focuses upon techniques for implementing ethical decisions. Ethical reasoning skills are important. However, an individual who knows the proper course of action yet is unable to effectively implement this action is no better off than an individual who acts without thinking. To be able to act effectively requires mediation skills. The most important of these skills are assertiveness, empathic listening, principled negotiating, and risk taking.

If, as philosophers suggest, our interactions with and influence upon other people contribute to the creation of ethical dilemmas, it is equally true that our ability to solve ethical problems involving others, such as employers and co-workers, can have a great effect on our ability to achieve a lifetime of continuous and productive employment. Vocational ethics instruction is designed to increase a student's chances of realizing this goal in a world facing increasing social and technological change.

The outline for developing vocational ethics lesson plans and the sample lesson plans that follow are provided as an aid to beginning vocational ethics instruction. We encourage you to adapt these sample

lessons to the needs of your students and to develop new lessons as you become more familiar with the vocational ethics teaching process.

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Project Director

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Outline of Vocational Ethics Lessons Plans

## Activity Name

Title that describes the activity.

## Suggested Use of Activity

1. Identify age/grade level activity is most appropriate for.
2. Identify setting for activity: small groups, classroom, lecture, discussion, etc.

## Objectives of Activity

1. State which value assessment criterion is to be stressed in lesson. (May be more than one.)
2. State how assessment criteria are to be transferred to "real-life" situations.
3. State which mediation skills are to be stressed in lesson.

## Facilities and Materials Needed

1. List materials that will be required to complete lesson.
2. Indicate physical environment most conducive to completion of the lesson.

## Description of Activity

1. Develop an ethical conflict scenario appropriate to the discussion and conducive to use of one or more of the value assessment criteria.
2. Describe the scenario in sufficient detail to allow others to lead a full discussion based on the information provided.
3. Direct students to generate a large number of solutions to the problem presented.
4. Generate questions to help students use the value assessment criteria.

   A. Reciprocity: These questions should focus on putting the students in "someone else's shoes." Be sure to develop follow-up questions to help sharpen the focus of discussion.

   B. Consistency: These questions should focus on helping the students consider how they would behave in similar situations in various settings. For example, would a particular action at work also be appropriate at school?

   C. Coherence: These questions should focus on the effects of the proposed solution on the organization as a whole.

   D. Comprehensiveness: The main question is "What if everyone took this course of action?" Follow-up questions should personalize this concept.

   E. Adequacy: These questions should be designed to help students determine whether the suggested course of action would actually solve the problem presented.

   F. Duration: These questions should focus on whether the proposed solution would continue to solve the problem over a long period of time.

5. Direct students to select their personal choice of a course of action. Students should also be asked to analyze their choice using the value assessment criteria.

## Suggested Activities

Include any additional activities that could help accomplish the lesson objectives. Suggested activities might include role plays, group discussion, writing assignments, etc.

## Length of Time

Indicate approximate length of time needed to complete activity.

## Evaluation Procedure

Give suggestions to evaluate student competency in using value assessment criteria and in learning and applying vocational ethics instruction.

## Suggestions for Follow-up

1. Describe ways to remediate students who are having trouble grasping the concepts.
2. Suggest ways to overcome problems that may be encountered during the teaching of the vocational ethics lesson.

## Sample Lesson Plan 1

### Activity Name

Problem solving using value assessment criteria when working for an employer who has a supervisor who is sleeping on the job.

### Suggested Use of Activity

May be used for small group or whole classroom discussion. This activity is appropriate for regular education, vocational education, or special education classrooms.

### Objective of Activity

The objective of this activity is to familiarize the students with the value assessment criteria and provide them with a scenario that will enable them to evaluate several possible solutions to the same problem using the assessment criteria.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Regular classroom setting.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You are a cashier in a local grocery store. Your supervisor on the night shift has been employed at the grocery store for nine years. You have been employed for six months. During this time, you and your fellow night-shift employees have discovered that the supervisor is sleeping in the back room while she is supposed to be working. All of the employees are complaining to each other. What do you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have the students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, supervisor, other night-shift employees, employer).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have the students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      If you were the supervisor, how would you feel if a co-worker decided to handle this problem in this manner?
      If you were the employer, how would you feel if an employee decided to deal with this problem in this manner?
      How would the rest of your co-workers feel if you attempted to solve the problem in this manner?

   B. Consistency: Will the solution generalize "across the board"?

      Would the solution work if a similar situation occurred in school?
      What if this were occurring at home with a brother or sister?

   C. Coherence: How will the course of action affect the organization as a whole?

      What happens to your relationship with the supervisor?
      What happens to your relationship with the remaining employees?

What happens to your relationship with the employer?

D. Comprehensiveness: What if everyone took this course of action?

Would your solution to the problem work if someone else decided to use it?
What if everyone decided to solve problems like this using your solution?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Do you find out why the supervisor is sleeping on the job?
Will the supervisor stop sleeping on the job?
What will happen to your relationship with this person?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

If you choose this course of action, will it solve the problem over a long period of time?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Role play the situation.
2. Have students take turns recording suggested solutions on the board to encourage interaction.
3. Utilize personal experiences to personalize the situation.
4. Have students provide examples of similar situations that may have happened to them or to an acquaintance.
5. Use the name of a local business to personalize the problem.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 2

### Activity Name

Problem solving using value assessment criteria when working with an employee who is taking money from the cash register.

### Suggested Use of Activity

May be used for small group or whole classroom discussion. This activity is appropriate for regular education, vocational education, or special education classrooms.

### Objective of Activity

The objective of this activity is to familiarize the students with the value assessment criteria and provide them with a scenario that will enable them to evaluate several possible solutions to the same problem using the assessment criteria.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Regular classroom setting.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You are working in a local grocery store as a cashier. There is a fellow employee who is also employed as a cashier. Recently, the fellow employee confided in you that he has been taking money from the cash register on a regular basis. He tells you that he has already "earned" an extra $125.00 in the past few weeks in this manner. Since you two are good friends, your buddy has decided to let you in on the deal.

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, other cashier, employer).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have the students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      If you were the guy taking the money, how would you feel if a co-worker decided to handle this problem in this manner?
      If you were the employer, how would you feel if an employee decided to deal with this problem in this manner?
      How would the rest of your co-workers feel if you attempted to solve the problem in this manner?

   B. Consistency: Will the solution generalize "across the board"?

      Would the solution work if a similar situation occurred in school?
      What if this were occurring at home with a brother or sister?

C. Coherence: How will the course of action affect the organization as a whole?

What happens to your relationship with the other cashier?
What happens to your relationship with the remaining employees?
What happens to your relationship with the employer?

D. Comprehensiveness: What if everyone took this course of action?

Would your solution to the problem work if someone else decided to use it?
What if everyone decided to solve problems like this using your solution?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Do you find out why the co-worker is taking the money?
Will your buddy stop taking the money?
What will happen to your relationship with this guy?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

If you choose this course of action, will it solve the problem over a long period of time?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Role play the situation.
2. Have students take turns recording suggested solutions on the board to encourage interaction.
3. Utilize personal experiences to personalize the situation.
4. Have students provide examples of similar situations that may have happened to them or to an acquaintance.
5. Use the name of a local business to personalize the problem.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 3

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 11-12, small groups, and classroom discussions.

### Objective of Activity

Upon completion of this activity the student will have an understanding of how employees can use the value assessment criteria to resolve conflict within self and to resolve conflict between self and others on the job.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Regular classroom setting.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: Sam has to work next to a person who is in a wheelchair. He drops things and Sam has to pick them up for him. This slows Sam down and he can't get his work done. The boss told Sam that if he didn't speed up he would be fired. What should Sam do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (Sam, person in wheelchair, boss).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Student's answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      Would you want this choice made if you were the boss?
      Would you want this choice made if you were the person in the wheelchair?

   B. Consistency: Will the solution generalize "across the board"?

      Would this choice be appropriate if you were helping someone at school?

   C. Coherence: How will the course of action affect the organization as a whole?

      Will this solution help or harm the factory where Sam works?
      What happens to Sam's relationship with the person in the wheelchair?
      What happens to Sam's relationship with his boss?

   D. Comprehensiveness: What if everyone took this course of action?

      What would happen if everyone made this same decision?
      What would happen if everyone acted that way?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Does this choice solve your problem now?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Will this be the right choice for the future?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Share real-life situations--bring real problems to discuss in class.
2. Draw upon the media for scenarios (newspaper, TV).
3. Do role playing.
4. Have a writing assignment.

Length of Time

30-50 minutes, depending upon discussion generated.

## Sample Lesson Plan 4

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 10-12, small groups, and classroom discussions.

### Objective of Activity

Upon completion of this activity the student will have an understanding of how employees can use the value assessment criteria to gain an understanding of being honest.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Regular classroom setting.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: George is one of your co-workers, and he is your best friend. He offers to sell you a set of car speakers for a great "deal." You are fairly sure the items are stolen, but they are just what you want. What would you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (George, you, the speaker company, the person stolen from).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      Would you want this choice made if you were George?
      Would you want this choice made if you were the person stolen from?
      Would you want this choice made if you were working for the speaker company?

   B. Consistency: Will the solution generalize "across the board"?

      Would this choice be appropriate if George were a neighbor?
      Would this choice be appropriate if George were a classmate?
      What if this were occurring at home with a brother or sister?

   C. Coherence: How will the course of action affect the organization as a whole?

      How will this choice affect your relationship with George at work?

   D. Comprehensiveness: What if everyone at work took this course of action?

      What would happen if everyone made this choice in a similar situation?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Does this choice solve your problem now?
What will happen to your relationship with this person?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Will this be the right choice for the future?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Do role playing.
2. Have a writing assignment.

Length of Time

30 - 50 minutes, depending upon discussion generated.

## Sample Lesson Plan 5

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 7-8, small groups, and classroom discussions.

### Objective of Activity

The objective of this activity is to familiarize students with the value assessment criteria and to use the criteria to resolve interpersonal conflicts on the job.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Regular classroom setting.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You operate the cash register at the local grocery store. Alice, who does not seem to have any friends, is your co-worker. You have been friendly to her at work when none of your other friends are around. Alice has asked you to go to a movie with her after work. Your friends think Alice is a nerd. What would you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (Alice, you, friends, boss).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      If you were Alice, is this the decision that you would want made?
      If you were the boss, is this the decision you would want made?

   B. Consistency: Will the solution generalize "across the board"?

      Would you use this solution if this happened at school?

   C. Coherence: How will the course of action affect the organization as a whole?

      How will your solution help or harm the grocery store?

   D. Comprehensiveness: What if everyone took this course of action?

      What would happen if other workers chose the same solution to solve a similar problem?

   E. Adequacy: Will this course of action actually solve the problem (short term)?

      Does this choice solve your problem now?

What will happen to your relationship with this person?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Will this solution take care of similar problems in the future?
Will your solution help this situation in the future?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Share real-life situations—bring real problems to class to discuss.
2. Videotape situations.
3. Draw upon the media for scenarios (newspaper, TV).
4. Do role playing.
5. Have a writing assignment.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 6

### Activity Name

Problem solving using value assessment criteria when dealing with an employer who waits until closing time to ask you to perform tasks that take a long time to complete.

### Suggested Use of Activity

May be used for small groups or whole classroom discussion. This activity is appropriate for regular education, vocational education, or special education classrooms.

### Objective of Activity

The objective of this activity is to familiarize the students with the value assessment criteria and provide them with a scenario that will enable them to evaluate several possible solutions to the same problem using the assessment criteria.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Regular classroom setting.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You are working in a local fast-food restaurant as a cook. You have been employed at this restaurant for two years. A newly hired assistant manager seems to wait until closing time to assign tasks that take a considerable amount of time to complete. This affects the amount of time you have after work to study for school. What do you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, assistant manager, other employees, employer).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      If you were the assistant manager, how would you feel if another co-worker decided to handle this problem in this manner?
      If you were the employer, how would you feel if an employee decided to deal with this problem in this manner?
      How would the rest of your co-workers feel if you attempted to solve the problem in this manner?

   B. Consistency: Will the solution generalize "across the board"?

      Would the solution work if a similar situation occurred in school?
      Would you choose to solve the problem in this manner if it were occurring at home?

   C. Coherence: How will the course of action affect the organization as a whole?

      What happens to your relationship with the assistant manager?

What happens to your relationship with the remaining employees?
What happens to your relationship with the employer?

D. Comprehensiveness: What if everyone took this course of action?

Would your solution to the problem work if someone else decided to use it?
What if everyone decided to solve problems like this using your solution?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Will the problem disappear?
What will happen to your relationship with this person?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

If you choose this course of action, will it solve the problem over a long period of time?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Role play the situation.
2. Have students take turns recording suggested solutions on the board to encourage interaction.
3. Utilize personal experiences to personalize the situation.
4. Have students provide examples of similar situations that may have happened to them or to an acquaintance.
5. Use the name of a local business to personalize the problem.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 7

### Activity Name

Problem solving using the value assessment criteria when confronted with a work decision.

### Suggested Use of Activity

May be used with Grades 7-12. Adaptable to small groups or a classroom setting.

### Objective of Activity

The value assessment criterion of comprehensiveness will be stressed.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Writing materials for students.
3. Chalk and board.
4. A well-lighted, quiet room where the temperature is comfortable will be most conducive to good learning.

### Description of Activity

Scenario: You are expected to work at a discount store at 8:00 a.m. on Friday. A large shipment of merchandise will be in, and you will have to stack it. A friend calls you on Thursday night to ask you to go to an amusement park on Friday. You seldom miss work, so you consider going with your friend. What would you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, boss, co-workers, customers).
4. Choose one of the solutions listed and analyze it using the following questions based on the value assessment criterion of comprehensiveness. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

    A. What if everyone did this?
    B. What would happen to the discount store's business if everyone did this?
    C. How would the boss be affected if everyone did this?
    D. How would the co-workers be affected if everyone did this?
    E. How would the customers be affected if everyone did this?
    F. How would you be affected if everyone did this?

5. Have students select their personal choice of a course of action and ask the above questions.

### Suggested Activities

1. Debate.
2. Role play.
3. Share real-life situations and use as scenarios.
4. Use news media stories or problems for scenarios.

### Length of Time

45 - 50 minutes.

## Sample Lesson Plan 8

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

Can be used with Grades 7-12. Adaptable to small groups or a classroom setting.

### Objective of Activity

Reciprocity will be stressed.

### Facilities and Materials Needed

1. A copy of scenario for each student.
2. Writing materials for students.
3. Chalk and board.
4. A well-lighted, quiet room where the temperature is comfortable will be most conducive to good learning.

### Description of Activity

Scenario: You work the evening shift at a Dairy Queen restaurant. Because more people go to the Dairy Queen when daylight hours are long, the workers who are on the evening shift have to work fast to get everything done. Lately, the day-shift workers have left their work area in a mess. When you come to work, everything is in disarray.

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, boss, customers, day-shift workers, night-shift workers).
4. Choose one of the solutions listed and analyze it using the the following questions based on the value assessment criterion of reciprocity. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. If you were the boss, would you want the option of _____ to be used?
   B. If you were a customer, would you want the option of _____ to be used?
   C. If you were the day-shift workers, would you want the option of _____ to be used?
   D. If you were the other night-shift workers, would you want the option of _____ to be used?

5. Have students select their personal choice of a course of action and ask the above questions.

### Suggested Activities

1. Debate.
2. Role play.
3. Share real-life situations and use as scenarios.
4. Use news media stories or problems for scenarios.

### Length of Time

45 - 50 minutes.

## Sample Lesson Plan 9

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 9-10. May be used for small group or whole class discussion.

### Objective of Activity

Working out problems with co-workers using the value assessment criteria. The mediation skills involved will be assertiveness, risk taking, and principled negotiation.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Environment—class as a whole or break class into groups of six or seven.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You work at a dress shop. You have a co-worker who comes in late to work three out of five days but always records her time as the time she was supposed to work. You know she does this because you've heard her brag to others that Mrs. Smith, the owner, is so trusting that she would never suspect her of doing anything wrong.

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, co-worker, Mrs. Smith).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have the students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      How would you feel if you were the co-worker?
      How would you feel if you were Mrs. Smith?

   B. Consistency: Will the solution generalize "across the board"?

      Would you use this solution if you were working at a manufacturing firm?
      Would you use this solution if you didn't really like Mrs. Smith?

   C. Coherence: How will the course of action affect the organization as a whole?

      How will your decision help or hurt your job?
      How will your decision help or hurt the store?

   D. Comprehensiveness: What if everyone took this course of action?

      What would happen if all the workers handled this problem in the same manner?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Would your solution solve the problem for all concerned?
What will happen to your relationship with this person?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Do you feel your solution would prevent this problem from happening again?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Share real-life situations–bring real problems to class to discuss.
2. Role playing.
3. Large and small group discussion.
4. Writing assignment.
5. For greater depth, students could choose another solution and, using the value assessment criteria, go through the process once again.

Length of Time

30 - 50 minutes, depending upon discussion generated.

## Sample Lesson Plan 10

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 7-12. May be used for small group or whole class discussion.

### Objective of Activity

Evaluating solutions to work-related problems using the value assessment criteria.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Environment—class as a whole or break class into groups of six or seven.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: Finally, the day has come for your first paycheck. Boy, can you use the money! You have been looking at a sweater in the department store for a month. Now you will finally be able to buy it. It sure would be great if you had enough for the slacks too. You run up to the bank right after work, cash your check, and go directly to the store. Yes, there is enough for the sweater and the slacks with enough left for your lunches. That evening you sit down to look at your very first check stub and you realize they have paid you for 10 more hours than you really worked. What would you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have the students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, employer, bookkeeper).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      How would you feel if you were the boss and an employee didn't tell you about a paycheck overpayment?
      How would you feel if you were the bookkeeper and had discovered the overpayment?

   B. Consistency: Will the solution generalize "across the board"?

      Would this solution work if you were working at a different store?

   C. Coherence: How will the course of action affect the organization as a whole?

      How will your solution help or harm your job stability?
      What will happen to your relationship with the employer?

   D. Comprehensiveness: What if everyone took this course of action?

      What would happen if everyone reacted the same way to overpayment in a paycheck?

E. Adequacy: Will this course of action actually solve the problem (short term)?

Will your solution solve the problem the way you would like?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

If you are overpaid in the future, would you be likely to solve the problem in the same manner?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Debate–one solution against another solution.
2. Share real-life situations–bring real problems to class for discussion.
3. Videotape situations to be presented in class.
4. Guest speakers.
5. Drawing upon the media for a scenario (newspaper, TV).
6. Role playing.
7. Large and small group discussion.
8. Writing assignment.
9. For greater depth, students could choose another solution and, using the value assessment criteria, go through the process once again.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 11

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 7-12. May be used for small group or whole class discussion.

### Objective of Activity

To familiarize students with using value assessment criteria in a work situation.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Environment—class as a whole or break class into groups of six or seven.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You work in a fast-food restaurant where there is a salad bar. You see a lady buy a chicken dinner, dump it on a napkin, and go to the salad bar using the plate that the chicken was on. You know she didn't pay for the salad bar.

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, customer, owner of restaurant).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      How would you feel if you were the customer?
      How would you feel if you were the owner of the restaurant?

   B. Consistency: Will the solution generalize "across the board"?

      Would you use the same solution if you saw someone shoplifting at a department store?

   C. Coherence: How will the course of action affect the organization as a whole?

      Would your solution help the restaurant owner?
      Would your solution help the customer?

   D. Comprehensiveness: What if everyone took this course of action?

      How would the restaurant make money if everyone did this?
      Would your solution work for everyone?

   E. Adequacy: Will this course of action actually solve the problem (short term)?

      Will your solution give you the result you really want?

Will the customer do the same thing at another restaurant?
Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Will your action affect the customer the next time she comes into this restaurant?
Will she change her behavior because of your intervention?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Debate—one solution against another solution.
2. Share real-life situations—bring real problems to class for discussion.
3. Videotape situations to be presented to the class.
4. Guest speakers.
5. Drawing upon the media for a scenario (newspaper, TV).
6. Role playing.
7. Large and small group discussion.
8. Writing assignment.
9. For greater depth, students could choose another solution and, using the value assessment criteria, go through the process once again.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 12

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 9-12. May be used for small group or whole class discussion.

### Objective of Activity

The student will become more familiar with using the value assessment criteria.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Environment–class as a whole or break class into groups of six or seven.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You are the busboy in a nice, but small, restaurant. Your job is to keep the tables cleared and ready for the next people to use. You also serve water and coffee. Customers tip the waitresses quite well. It is the policy for you to leave the tip money on the table when you clean it off so the waitress can pick it up as her time allows. You know the waitresses make more money than you, so you consider taking just a small portion from each of the tips. You don't think they'd miss it since they don't even know how much is left at each table. What will you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, waitresses).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      How would you feel if you were one of the waitresses?

   B. Consistency: Will the solution generalize "across the board"?

      Would you be able to use this solution if you worked at a baseball park selling peanuts?

   C. Coherence: How will the course of action affect the organization as a whole?

      Would your solution help or harm the restaurant owner?
      Would your solution help or harm the waitresses?

   D. Comprehensiveness: What if everyone took this course of action?

      What would happen if everyone solved such a problem in this manner?

   E. Adequacy: Will this course of action actually solve the problem (short term)?

      Would your solution solve the problem for all concerned?

Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Will your action help solve the problem in the long run?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Debate—one solution against another solution.
2. Share real-life situations—bring real problems to class for discussion.
3. Videotape situations to be presented to the class.
4. Guest speakers.
5. Drawing upon the media for a scenario (newspaper, TV).
6. Role playing.
7. Large and small group discussion.
8. Writing assignment.
9. For greater depth, students could choose another solution and, using the value assessment criteria, go through the process once again.

Length of Time

30 minutes, depending upon discussion generated.

## Sample Lesson Plan 13

### Activity Name

Problem solving using value assessment criteria.

### Suggested Use of Activity

May be used for Grades 9-11. May be used for small group or whole class discussion.

### Objective of Activity

The use of value assessment criteria when making decisions.

### Facilities and Materials Needed

1. Copy of scenario for each student.
2. Environment—class as a whole or break class into groups of six or seven.
3. Paper and pencils.
4. Chalk and board or overhead projector.

### Description of Activity

Scenario: You work in a record store. Your best friend wants you to put two records in the sack and just charge him for one record. He says your boss won't miss just one record. You're not sure. What would you do?

1. Direct the students to read the scenario or have the scenario read aloud.
2. Have students brainstorm all possible solutions and write them on a piece of paper and/or record the solutions on the board. At this time, no solution is to be discounted; make no judgment as to right or wrong.
3. Discuss with the students what people are involved in this situation. These may be written on the board or students may list them on their papers (you, friend, boss).
4. Choose one of the solutions listed and analyze it using the following value assessment criteria. You may have students choose a solution or you may choose one. It does not have to be the solution which seems to be the best. Ask the students to think about and/or discuss their answers to the questions. Students' answers to the questions will vary. Be accepting of their opinions.

   A. Reciprocity: Putting yourself in "someone else's shoes."

      How would you feel if you owned the record store and an employee was giving records to his friends?

   B. Consistency: Will the solution generalize "across the board"?

      Would you serve twice as much food for the same price if you worked at a restaurant?

   C. Coherence: How will the course of action affect the organization as a whole?

      Would your solution help the store owner?
      Would your solution help your friend?
      Would your solution help or hurt your friendship?

   D. Comprehensiveness: What if everyone took this course of action?

      What would happen if everyone reacted to your friend the way you did?

   E. Adequacy: Will this course of action actually solve the problem (short term)?

      Would your solution give you the result you really wanted?

Are there problems that may occur when you choose this course of action that would not occur otherwise?

F. Duration: Will this course of action solve the problem over a long period of time?

Do you think your solution will prevent your friend from trying again?
In the future, if another friend asked you to do the same thing, would you react in the same way?
Are there problems that may develop over a long period of time as a result of your decision?

5. Have the students analyze their personal choice of action according to the value assessment criteria.

Suggested Activities

1. Debate—one solution against another solution.
2. Share real-life situations—bring real problems to class for discussion.
3. Videotape situations to be presented to the class.
4. Guest speakers.
5. Drawing upon the media for a scenario (newspaper, TV).
6. Role playing.
7. Large and small group discussion.
8. Writing assignment.
9. For greater depth, students could choose another solution and, using the value assessment criteria, go through the process once again.

Length of Time

30 minutes, depending upon discussion generated.

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